

## R EARLE DAVIS SCHOOL FOR TECHNOLOGY

2305 Frink Street  
Cayce, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	390 Students	
<b>Principal</b>	Vicki J. Trauffer	803-739-4080
<b>Superintendent</b>	Venus J. holland, Ed.D.	803-739-4708
<b>Board Chair</b>	ElizaBeth Dickerson	803-791-6085

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Below Average</b>
2010	Below Average	Average
2009	At-Risk	Below Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

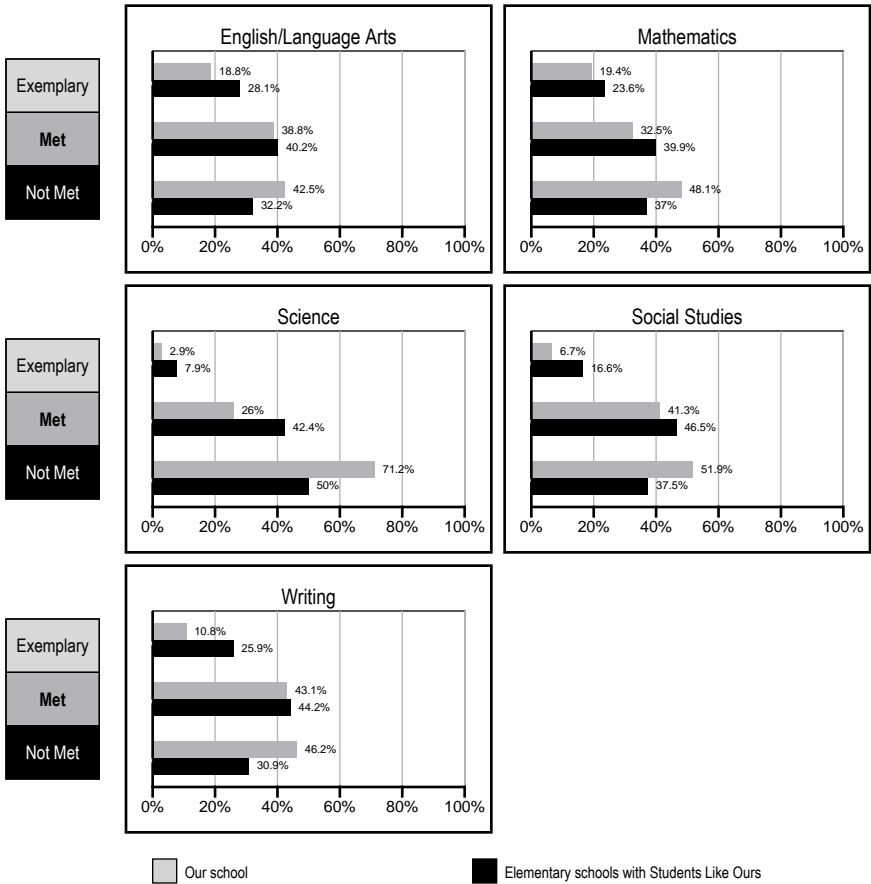
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	9	106	47	17

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=390)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Up from 0.0%	1.5%	1.1%
Attendance rate	99.1%	Down from 99.9%	95.9%	96.2%
Served by gifted and talented program	7.9%	Up from 7.8%	6.2%	13.4%
With disabilities other than speech	7.3%	Down from 14.6%	4.3%	4.1%
Older than usual for grade	0.5%	Down from 0.6%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=29)</b>				
Teachers with advanced degrees	65.5%	Down from 72.4%	61.5%	62.5%
Continuing contract teachers	82.8%	Down from 89.7%	83.3%	88.2%
Teachers returning from previous year	84.8%	Down from 87.6%	85.1%	87.8%
Teacher attendance rate	93.7%	Down from 94.2%	95.1%	95.2%
Average teacher salary*	\$46,748	Down 5.3%	\$45,304	\$46,773
Professional development days/teacher	12.9 days	Down from 15.3 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Up from 0.5	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 19.7 to 1	18.0 to 1	19.9 to 1
Prime instructional time	91.9%	Down from 93.0%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,833	Down 3.0%	\$8,159	\$7,447
Percent of expenditures for instruction**	72.8%	Up from 71.8%	68.1%	68.4%
Percent of expenditures for teacher salaries**	69.7%	No Change	64.6%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

R. Earle Davis Elementary School provided 415 students with multiple opportunities to achieve high levels of learning through the use of technology and a challenging curriculum. Our goals for 2010-11 were to infuse the Habits of Mind (HOM) into all areas of our school and to incorporate Robert Marzano's instructional strategies in our lessons.

We continued our journey toward being a Professional Learning Community (PLC) by providing daily common planning time and school-wide PLC meetings once per month. One day per week was dedicated to analyzing data by grade level. Measures of Academic Progress (MAP), Compass Learning, and Headsprout software was used to determine student growth and needs improvement in both reading and math. We took the data and created flexible small groups for targeted instruction.

Technology integration was accelerated by the addition of two "paperless" iPad classrooms (one fourth grade and one fifth grade). We also added a classroom set of iPads to allow other students access to this technology. Every classroom in the school was outfitted with a SMARTBoard.

Many of our teachers used task rotations to focus on gifted and multiple intelligences. This was done in conjunction with our Habits of Mind focus.

Our PTO and SIC continue to be an integral part of our school by supporting our behavioral and academic expectations. We appreciate your support as we continue to strive toward developing proficient learners and effective decision-makers in a culturally diverse community.

Mr. Thomas Drew, Principal  
Mrs. Lori Fanning, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	56	40
Percent satisfied with learning environment	95.0%	83.9%	82.5%
Percent satisfied with social and physical environment	85.0%	85.5%	76.9%
Percent satisfied with school-home relations	55.0%	89.3%	84.6%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 10 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.2%	0.0%	No
Student attendance rate	99.1%	94.0%**	Yes

\* Or greater than last year

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	190	100	41.5	38.4	20.1	70.7	79.9	82.4	No	Yes
<b>Gender</b>										
Male	92	100	51.3	39.7	9	61.5	75.4	78.7	N/A	N/A
Female	98	100	32.6	37.2	30.2	79.1	84.3	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	32	100	40.7	44.4	14.8	74.1	87.3	88.9	I/S	I/S
African American	128	100	43.4	35.4	21.2	67.3	70.7	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.6	93	I/S	I/S
Hispanic	27	100	36.4	45.5	18.2	81.8	73.6	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	61	100	59.6	34.6	5.8	50	48.1	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	24	100	45	35	20	75	70.2	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	153	100	43	39.3	17.8	70.4	73.9	75.4	No	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	190	100	47	32.9	20.1	61.6	79.2	81.9	No	Yes
<b>Gender</b>										
Male	92	100	52.6	28.2	19.2	55.1	76.6	79.9	N/A	N/A
Female	98	100	41.9	37.2	20.9	67.4	81.7	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	32	100	44.4	37	18.5	66.7	88	88.9	I/S	I/S
African American	128	100	48.7	34.5	16.8	58.4	67.6	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.7	94.6	I/S	I/S
Hispanic	27	100	45.5	18.2	36.4	68.2	73.9	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.2	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	61	100	73.1	17.3	9.6	36.5	47.6	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	24	100	50	20	30	60	72.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	153	100	49.6	30.4	20	59.3	73	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	125	98.4	68.9	25.5	5.7	31.1	64.9	68.6
<b>Gender</b>								
Male	58	96.6	70.2	23.4	6.4	29.8	64.6	68.3
Female	67	100	67.8	27.1	5.1	32.2	65.3	68.9
<b>Racial/Ethnic Group</b>								
White	22	95.5	52.9	29.4	17.6	47.1	78.2	80.7
African American	83	100	77.8	20.8	1.4	22.2	48	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.8	85.3
Hispanic	17	100	53.3	40	6.7	46.7	59.1	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	70.8
<b>Disability Status</b>								
Disabled	40	97.5	79.4	8.8	11.8	20.6	35.3	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	15	100	57.1	28.6	14.3	42.9	56	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	101	98	68.2	25	6.8	31.8	55.5	57.3
<b>Social Studies</b>								
All Students	122	97.5	49	44.2	6.7	51	72.5	72.5
<b>Gender</b>								
Male	61	96.7	49	45.1	5.9	51	70.4	72
Female	61	98.4	49.1	43.4	7.5	50.9	74.5	73.1
<b>Racial/Ethnic Group</b>								
White	19	94.7	50	43.8	6.3	50	81.4	81
African American	83	97.6	52.8	43.1	4.2	47.2	61	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.2	89
Hispanic	18	100	35.7	50	14.3	64.3	63.8	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	73.5
<b>Disability Status</b>								
Disabled	37	91.9	73.3	23.3	3.3	26.7	40.8	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	17	100	46.2	46.2	7.7	53.8	58.2	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	101	97	52.3	40.9	6.8	47.7	64.9	62.9

Abbreviations for Missing Data

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	73	98.6	45.3	43.8	10.9	54.7	71.1	73.2	99.1	97.3
<b>Gender</b>										
Male	36	100	51.5	42.4	6.1	48.5	65.4	67.2	99.3	97.3
Female	37	97.3	38.7	45.2	16.1	61.3	76.9	79.4	98.9	97.4
<b>Racial/Ethnic Group</b>										
White	10	I/S	I/S	I/S	I/S	I/S	80.3	81.5	98.8	97.2
African American	54	98.2	51	36.7	12.2	49	58.9	61.3	99.2	97.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	97	97.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	65.7	66.7	99	97.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.9	96.9
<b>Disability Status</b>										
Disabled	25	100	N/AV	N/AV	N/AV	13	28.2	26	98.9	96.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	66.7	65.7	99.3	97.7
<b>Socio-Economic Status</b>										
Subsidized meals	59	100	48.1	44.2	7.7	51.9	62.9	63.2	99	97.1

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	64	98.4	46.8	29.8	23.4	53.2
	4	72	100	51.6	32.8	15.6	48.4
	5	66	100	38.1	39.7	22.2	61.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	62	100	40	30	30	60
	4	57	100	44	44	12	56
	5	71	100	40.6	40.6	18.8	59.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2010</b>	3	64	98.4	59.6	29.8	10.6	40.4
	4	72	100	48.4	39.1	12.5	51.6
	5	66	100	52.4	38.1	9.5	47.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	62	100	52	26	22	48
	4	57	100	44	36	20	56
	5	71	100	45.3	35.9	18.8	54.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2010</b>	3	31	100	75	20.8	4.2	25
	4	72	100	59.4	35.9	4.7	40.6
	5	33	100	N/A	N/A	N/A	53.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	33	93.9	62.5	29.2	8.3	37.5
	4	57	100	70	26	4	30
	5	35	100	71.9	21.9	6.3	28.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	32	100	37.5	54.2	8.3	62.5
	4	72	100	46.9	45.3	7.8	53.1
	5	33	100	74.2	22.6	3.2	25.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	29	100	44	52	4	56
	4	57	100	56	40	4	44
	5	36	91.7	41.4	44.8	13.8	58.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2010</b>	3	62	95.2	58.7	26.1	15.2	41.3
	4	74	98.7	56.3	29.7	14.1	43.8
	5	65	95.4	41	36.1	23	59
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	73	98.6	45.3	43.8	10.9	54.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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